LOS ANGELES COUNTY
WIA YOUTH BULLETIN

NUMBER: YTH 02-08	**SUBJECT:** Younger Youth Skill Attainment Handbook DRAFT POLICY
DATE: 2-21-02	**EFFECTIVE DATE: IMMEDIATELY PAGE 1**

** IMPORTANT NOTICE **
REPLY REQUESTED BY MARCH 7, 2002

TO: **All Youth Service Providers**

Purpose
The purpose of this bulletin is to notify all Youth Service Providers that the Assessment Committee on youth policy has set the following underline draft policy for assessing needs and measuring skill attainment.
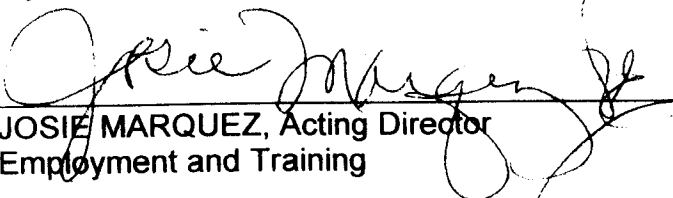
Background
In April of 2001, a Draft Bulletin (YTHDB-04) was issued along with a working draft of the "Younger Youth Skill Attainment Handbook" for review and comment. Only a small number of youth service providers responded with comments and/or suggestions. The Skill Attainment Handbook has since been revised and is being reissued with this Bulletin for further review and comment.

The attached Draft Skill Attainment Handbook, Attachment "A" provides an overview of the County's policies and procedures for assessing and setting younger youth skills, and what constitutes an "attainment" of the youth skill goals.

Response Requested
Please fill out the attached Response sheet, Attachment "B", to the Skill Attainment Handbook and fax to: WIA Youth Programs, Attention D.B. Quan at 213-368-6811 **no later than Thursday March 7, 2002**. Comments will be considered by the Youth Council Assessment Committee in its determination of the final skill attainment policy.

If you have any questions, please contact Ms. D.B. Quan at (213) 738-2624.

JOSIE MARQUEZ, Acting Director
Employment and Training

Attachments

ATTACHMENT A

LOS ANGELES COUNTY
WORKFORCE AREA

DRAFT

SKILL ATTAINMENT
HANDBOOK

INTRODUCTION

The purpose of this Handbook is to provide all WIA Youth Service Providers with an overview of the County's policies and procedures for (1) assessing younger youth skills, (2)setting youth skills goal(s), and (3) attaining youth skills goal.

This Handbook is divided into two (2) sections:
- **Section 1**: Definitions
- **Section 2**: Description of Youth Skills Goals
  - Expanded definition of the following Youth Skills Goals category:
    - (A) Basic Skills
    - (B) Work Readiness and
    - (C) Occupational Skills.
  - Assessment requirements and procedures for each of the above-mentioned Youth Skill category.

Section 1: DEFINITIONS

The purpose of this first section is to provide a uniform and consistent set of definitions for each of the following program specific term: "PERFORMANCE MEASURES", "GOALS", "SKILL ATTAINMENT RATE", "BASIC SKILL", "WORK READINESS SKILLS", "OCCUPATIONAL SKILLS".

PERFORMANCE MEASURES
The following list indicates all of the youth core performance measures or indicators. **All of these core measures, <u>except</u>** ***1) the younger youth skill attainment rate and 2) the employer customer satisfaction measure***, are exit-based measures and will be effective when the participant has exited the program. (TEGL 7-99)

Older Youth (aged 19-21)
1. Entry into unsubsidized employment;
2. Retention in unsubsidized employment six months after entry into the employment;
3. Earnings received in unsubsidized employment six months after entry into the employment; and
4. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment or who enter post-secondary education, advanced training or unsubsidized employment.
5. Customer Satisfaction

Younger Youth (aged 14-18)
1. Attainment of basic skills and, as appropriate, work readiness or occupational skills;
2. Attainment of secondary school diplomas and their recognized equivalents; and
3. Placement and retention in post-secondary education, advanced training, military service, employment, or qualified apprenticeships.
4. Customer Satisfaction

SKILLS GOALS
The term "goal(s)" pertains to the setting of skills goal for younger youth. There can be a minimum of one skills goal and a maximum of three skills goals set per year, per participant.

SKILL ATTAINMENT RATE

The number of skills goal attained divided by the total number of skills goals set per year is the "skill attainment rate". In other words, this is the number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

- Or -

Skill Attainment = $\dfrac{\text{BS Goals + WR Skills Goals + OS Goals Attained}}{\text{BS Goals + WR Skills Goals + OS Goals Set}}$
Rate

Only **younger youth** have a **skill attainment rate**. Therefore, for the purpose of this Handbook, references to Basic Skills, Work Readiness Skills, and/or Occupational Skills pertain only to younger youth, aged 14-18. (TEGL 7-99)

YOUTH SKILLS GOALS

Youth Skills goal are organized into the three following categories (A) Basic Skills; (B) Work Readiness and (C) Occupational Training Skills:

A. BASIC SKILLS GOAL

Measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (TEGL 7-99)

Basic Skills Deficient (WIA Section 101(4))
The term **basic skills deficient** means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.

Goals under Basic Skills category may be: *(Refer to EDD Goals Form)*
  1. Reading Comprehension *
  2. Math Computation *
  3. Writing *
  4. Speaking
  5. Listening
  6. Problem Solving, Reasoning, Decision Making
  7. ESL/Vocational ESL
  8. Life Skills

* Mandatory basic skills as defined under WIA Section 101(4)

B. WORK READINESS SKILLS

Work readiness skills includes world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). Included in this grouping of work readiness skills are:

- survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation.
- positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, keeping along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job.
- developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Goals under Work Readiness Skills are: *(Refer to EDD Goals Form)*

1.	World of Work Awareness
2.	Labor Market Knowledge
3.	Career Planning
4.	Job Search Techniques
5.	Leadership
6.	Allocates Resources
7.	Team Work
8.	Interpersonal Skills

C. OCCUPATIONAL SKILLS

Occupational skills consists of both primary and secondary occupational skills. Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Goals under Occupational Skills category are: *(Refer to EDD Goals Form)*

1. Perform actual tasks
2. Familiarity with Procedures, Tools
3. Technology
4. Information Skills

Section 2A
BASIC SKILLS

SECTION 2A: BASIC SKILLS TRAINING

INTRODUCTION

All youth enrolled in WIA Youth Program must be assessed for proficiency/deficiency in Basic Skills. A basic skills goal will be required for younger youth who is basic skills deficient, as defined under the WIA Section 101(4)) as an individual who:

> ⇨ has English **reading**, **writing**, or **computing skills** at or below the 8th grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.

The assessment options available at this time are:

Assessment Area	Approved Assessment Tools	Approved Vendors
Reading	CASAS / TABE	Fosters Assessment
Writing	CASAS / TABE	Academic Innovations
Computing Skills (Math)	CASAS / TABE	

Other standardized tests in consideration:
ABLE * DOL-WLT * ALT * AFQT * BOLT * CAT * CAPS * GATB * ITBS * MAT * RJCST * WRAT

Other vendor(s) in consideration:
American Guidance Service, Inc.

SKILL ATTAINMENT

Basic Skills Goal Attainment:

- If Participant tested **at or below the 8th grade** level, a basic skills goal must be set.

- The skill is attained if the Participant improves his/her post-test score by **one grade level** within one year of when the goal(s) is(are) set.

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Section 2B
WORK READINESS
SKILLS

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SECTION 2B: WORK READINESS SKILLS

INTRODUCTION

The County of Los Angeles is dedicated to ensuring that young people obtain the full range of skills needed to successfully transition into adulthood and become employed, productive members of our community.

In order for young people to successfully prepare for, find, and retain employment, they must be able to demonstrate their ability to apply and use a variety of *work readiness skills.* The Department of Labor has categorized the necessary work readiness skills area as:

1. World of Work Awareness
2. Labor Market Knowledge
3. Career Planning
4. Job Search Techniques
5. Leadership
6. Allocates Resources
7. Team Work
8. Interpersonal Skills

The eight (8) skills area listed above can be further broken down into the following specific subset of skills:

I. World of Work Awareness

1.   Understand organization's expectations for <u>punctuality</u> and adheres to them.
(ie. arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person)

2.   Follow workplace procedures for use of machinery and equipment.

3.   Follow workplace safety procedures and develop safe working behaviors.

4.   Know where and to whom to go within the workplace when a problem or specific situation arises.

5.   Maintain equipment and technology in proper working order.

6.   Use workplace equipment, tools, and technology for the ways in which they were intended.

7.   Demonstrate self-control by responding unemotionally and non-defensively to workplace requests and situations (even when they may be unpleasant).

8.   Demonstrate trustworthiness by adhering to workplace policies, expectations, and values.

9.   Demonstrate honesty when faced with critical decisions at the workplace.

10. Select appropriate and clean clothing or uniform and maintain personal hygiene (washed and styled hair, clean hands, absence of offense body odors and fragrances) for the industry/company policy.

11. Stick to the task and complete projects fully even when undesirable or unpleasant.

12. Understand organization's expectations for attendance and adhering to work schedules (at work when scheduled, notifies when absent, arranges time off in advance and completes appropriate vacation/day off forms).

13. Understand organization's expectations for punctuality and adheres to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).

14. Understand organization's expectations of timeliness for task completion or product delivery and manages time accordingly. Manage multiple tasks or responsibilities, prioritizing work activities and scheduling work accordingly.

II. Labor Market Knowledge

1. Make career decisions and understand how personal skills can be applied in a variety of work-related settings.

2. Use labor market information to decide on career opportunities which align with personal values, skills and income needs.

3. Understanding labor laws and your rights as a worker.

III. Career Planning

1. Complete applications to highlight skills, experience, and personal information pertaining to the job opening.

2. Make career decisions and understand how personal skills can be applied in a variety of work-related settings.

IV. Job Search Techniques

1. Prepare a resume that summarizes skills and experience related to the targeted job or career.

2. Write a cover letter which highlights the most important qualifications for the job, shows interest in obtaining the job and calls for action.

3. Develop interviewing skills that promote personal skills, previous experiences, and transferability of skills when changing jobs or careers.

4. Follow up after the interview to express appreciation, recap ability to do the job, and express interest in the job.

5. Develop appropriate telephone skills for employer contacts, interviews, and follow up activities.

6. Use variety of job search techniques to identify potential job openings.

7. Use computer technology to conduct job search activities and apply for job openings.

8. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

V. Leadership

1. Assert self and present ideas in familiar and unfamiliar work settings.

2. Understand the impact of one's work on others and the final outcome.

3. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

4. Respond appropriately to written and oral instructions in the workplace.

5. Complete necessary forms, reports, and documents accurately.

6. Recognize problems that exist (discrepancy between what is and what should be or could be), identify possible causes of the problem and create plans to solve the problems.

7. Recognize and apply new knowledge and skills in both familiar and unfamiliar situations.

8. Specify goals to achieve, generate alternatives to accomplish the goals, consider risks, evaluate possible solutions, and choose the best plan of action.

9. Exert a high level of effort and perseverance toward goal completion, work hard to learn new tasks.

10. Seek out information to improve skills and performance.

11. Believe in own self-worth and maintain positive view of self and contributions to workplace.

12. Be a self starter/initiate work activities and complete tasks without being told.

VI. Allocates Resources

1. Get to work and personal appointments by understanding a variety of transportation methods, routing the best possible path, and selecting the appropriate strategy to arrive on time.

2. Establish independent living situation including arranging housing, turning on public utilities, and setting up your living quarters.

3. Organize daily activities and scheduling personal and work related activities.

4.   Open a bank account to manage income and pay bills.

5.   Manage crisis situations and identify alternative solutions when established plan of actions fails.

6.   Maintain personal documents including work papers, social security card, drivers license, birth certificate, and pay stubs.

7.   Access community resources to assist in overcoming potential barriers, avoid potential setbacks in your progress toward success.

8.   Understand organization's expectations for attendance and adhering to work schedules (at work when scheduled, notifies when absent, arranges time off in advance and completes appropriate vacation/day off forms).

9.   Understand organization's expectations for punctuality and adheres to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).

10. Understand organization's expectations of timeliness for task completion or project delivery and manages time accordingly. Manage multiple tasks or responsibilities, prioritizing work activities and scheduling work accordingly.

VII. Team Work

1.   Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.

2.   Understand the impact of one's work on others and the final outcome.

3.   Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

VIII. Interpersonal Skills

1.   Assert self and present ideas in familiar and unfamiliar work settings.

2.   Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.

3.   Interact appropriately with persons of authority and respond appropriately to workplace requests.

4.   Interact with co-workers in a professional manner.

5.   Respond appropriately to customer requests.

6.   Choose appropriate language/manners of expression and engage in appropriate conversations in the workplace.

7.   Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

8.   Respond appropriately to written and oral instructions in the workplace.

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PRE-ASSESSMENT

Pre-assessment Tools

Interviewing strategy or actual demonstration of the skill area, which need to be documented in a *checklist* format.

Assessment Tools	Vendors
Being reviewed are materials from: **UCLA Community Based Learning Program**: *Work Readiness Assessment/Participant Self Report*	Academic Innovations (Approved) American Guidance Service, Inc. (In review)

POST-ASSESSMENT

Progress Assessment

The participant should be assessed using a variety of assessment strategies or actual demonstration of the skill area, which would then be documented on a *checklist*. These skills could be assessed through classroom-based activities or actual demonstration of ability to perform tasks.

A. Must be demonstrated through a work-based learning activity with supervisor evaluations and feedback.

- ❑ The young person must have been evaluated two times at the worksites and receive a "meets expectations" or "exceeds expectations" rating.

- ❑ The following performance evaluation (see attached form) will be customized for each young person identifying the specific job skills in which training at the worksite is to be provided. The intent of this tool is to mirror authentic evaluations employers use and to provide feedback to the young person on evidence of the skill in use at the worksite and give suggestions on how to improve performance.

Documentation Requirement

As with any reporting system, there are multiple and integrated methods and tools for documenting skill outcomes. For the work readiness attainment the following apply:

1. Pre-Assessment documentation on the identified tools showing need for service.

   NOTE: All pre-assessments and post-assmements for work readiness must be documented by more than just case manager notes of scores and/or observations.

   An example of sufficient documentation would be actual "pen and paper" assessments containing PARTICIPANT answers and/or input.

2. Identified Work Readiness Skills form to document the specific 10 skills in which training intervention will be provided.

3. ISS documentation stating that the goal was set, the service interventions to meet the goal and progress notes toward goal attainment.

4. Training curricula and methods used to attain skills.

5. Post-Assessment documentation.

WORK READINESS SKILLS ASSESSMENT & ATTAINMENT FORMS

SKILL ATTAINMENT

Based on the Participant's needs as determined by their pre-assessment, Case manager shall identify ten (10) work readiness skills that they feel the Participant is most in need of developing and/or improving. To make this selection, case manager should refer to the grouping of skills (subset of skills) listed under the eight (8) skills area. Case manager may also identify a skill not specifically listed, provided that it falls under of the eight (8) identified skills area(s).

Case manager shall set as a goal (at a minimum one and up to three) the skill area which a majority of the identified subset skills falls under. For instance, if Case Manager has identified 3 skills under World of Work Awareness and 1 under Labor Market Knowledge and 6 under Career Planning, they can set Career Planning as the goal for the Participant during that program year and indicate so on the MIS Goals Form.

The youth shall be provided training on the identified skill area(s) and if the youth demonstrates proficiency within 12 months of setting the goal, this will qualify as a skills attainment under Work Readiness.

Thus, any mix of 10 skills the young person needs to develop based on pre-assessment outcomes will be individually defined and documented, based on the Participant's needs as indicated in their ISS. This system will allow for flexibility and provide Case Managers the opportunity to customize training plans on an individual basis, which supports the concept of giving the young people credit for the skills they bring with them into the system and only providing the training skills they need

To report a "skill attainment" for work readiness:

- The skills group (ie. World of Work, Labor Market Information) to provide training on must be identified;
- There must be a goal set on the ISS and entered into the MIS system;
- All identified skills must be obtained;
- There must be documentation supporting the goal setting process and attainment of the skills, and,
- The goal must be obtained within a 12-month period once the goal was set.

The tool on the following page will be used to identify the "grouping" of the skills area which are the targets for the skill attainment.

Identified Work Readiness Skills

Based on pre-assessment outcomes, the young person has been determined in need of developing the following skills:

Category: World of Work Awareness (WWA)   Labor Market Knowledge (LMK)
                  Career Planning (CP)   Job Search Techniques (JS)
                  Leadership (L)   Allocates Resources (AR)
                  Team Work (TW)   Interpersonal Skills (IS)

Indicate Category ie. "CP" for Career Planning

_____   1. _____

_____   2. _____

_____   3. _____

_____   4. _____

_____   5. _____

_____   6. _____

_____   7. _____

_____   8. _____

_____   9. _____

_____   10. _____

Performance Evaluation and Feedback

Performance evaluation for _____ SS# _____

Evaluation Period: From _____ to _____ Evaluation # _____

This evaluation is to provide you with feedback on your current performance and ways in which you can continue to improve upon your skills.

You have agreed to learn, practice and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance with comments on how you have demonstrated use of the skill and/or how you can continue to improve on that skill.

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

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	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Other observations and comments

This performance evaluation has been discussed with me and I certify that I have received training in the skills listed.

I have discussed this performance evaluation with the intern and certify that I have evaluated the skills objectively.

_____ _____
Intern Signature   Date

_____ _____
Supervisor Signature   Date

Section 2C
Occupational Skills Goals

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Section 2C: Occupational Skills
(Using Occupational Skills Goals
to Measure and Document Learning)

The Department of Labor defines two types of Occupational Skills

1. **Primary Occupational Skills** are those skills required to perform the actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

2. **Secondary Occupational Skills** are those associated with set-up, procedures, safety, work-related terminology, etc.

I.   **Quantifiable Learning Objectives**
The Quantifiable Learning Objectives for the Occupational Skills are job based. That is, they will change for each occupation and each specific job.

        For worksite training, there must be at least eight (8) competencies statements (learning goals). There must be at least one learning objective statement that is identified within each of the SCANS competency areas: resources, information, interpersonal, systems and technology. The remaining objectives may be in these same SCANS competency areas or other specifics of the job.

II.   **Pre-Assessment**
Pre-assessment will be based on a "presumptive need" if the participant has never worked or has minimal experience (less than 3 months) and has not received training in the specific occupation. The Occupational Skills Presumptive Need Checklist will be used as the Pre-Assessment.

        Miminum Level of Need: A participant who has not worked, or has had minimal experience (less than 3 months full time employment) and has not received training in the specific occupation will be determined in need of Occupational Skills training.

ASSESSMENT INSTRUMENT DESCRIPTION

Occupational Skills Pre-Assessment: Presumptive Need (See Attached)

Description/Purpose:
The Occupational Skills Pre-Assessment – Presumptive Need Checklist is a one (1) page instrument in a YES or NO format, used to determine whether or not the participant is in need of training in a specific occupation. It is a "presumptive need" pre-assessment, whereby series of questions are asked that assesses the participant's ability to demonstrate a variety of skills and knowledge that, together, comprise proficiency. The questions contained in this instrument assume that if an individual has never worked in a particular occupation or has never received training in that occupation, that individual needs training in order to become proficient. The degree of proficiency is also assessed if the participant has experience and/or training. Section of II of the instrument (See Attached form) assumes that a person with less than three months experience in a specific occupation is not proficient, and therefore is in need of training.

When Is It Used?
The Occupational Skills Pre-Assessment – Presumptive Need Checklist is used prior to entry into an occupational training activity.

Who Uses It?
Depending on how the Lead Agency structures its collaborative, this instrument can be completed by the assessing team, job developer, occupational instructor or the counselor/case manager.

How Is It Used?
This instrument uses the Interviewing assessment strategy to determine participant responses to question included in the instrument.
- The interviewer will ask questions designed to obtain information about the youth's prior experience and training in the specific occupation.

- Based on the participant's responses, the interviewer will mark the YES or NO box next to the appropriate question.
- If two boxes are marked NO in Section I, the participant is in need of training in the specific occupation, and training should be provided.
- The participant's Individual Service Strategy (ISS) will indicate the need for training and the service strategy planned.
- If at least one NO box is marked in Section I, the interviewer may proceed to Section II. The same process is used as for Section I.
- If at least one NO box is marked in Section II, the participant can be presumed to be proficient and training in occupational skills is not necessary.
- Once the pre-assessment is completed, both the participant and pre-assessment staff ⬛⬛⬛s⬛⬛⬛ho⬛d ⬛⬛⬛ date the instrument in the spaces provided.

III. **Individual Service Strategy (ISS)**
An ISS will be mutually developed with each participant and will conform to Department of Labor requirements, as indicated in the County's Bulletin directives.

IV. **Related Curricula, Training Modules and Approaches**
a. Curricula:
Industry and employer prerequisites (as described in Paragraph I above). Sequence, content, structure, resources, etc., will be included in the Lessons Plans for contractor-provided classroom training and in standard curriculum for industry accredited classroom training. Methods to be used will include: Instructor/Employer taught, observation, hands-on application, and independent assignment.

b. Participant Orientation:
Orientation will include explanation of training, goals, activities, responsibilities, policies and procedures, health and safety procedures, payroll information and other information to ensure adequate understanding of expectations and procedures.

c. Worksite Supervisor/Instructor Training:

Training will include an explanation of competencies, policies and procedures, expectations, payroll information where applicable, and other information to ensure adequate understanding of expectations and procedures.

d. Duration of Training:
The duration of training shall be based on the needs of the participant as documented on the ISS.

V. Documentation
Participant records must include at a minimum: the Participant's ISS, pre/post assessment results, certificate, orientation signature page, case notes and progress notes.

VI. Post-Assessment
On-going assessment and post-assessment will be conducted by the employer, utilizing the Worksite Training Evaluation (worksite training) or the classroom instructor, utilizing the evaluation developed/selected by the agency (classroom training). A minimum rating of 4 on a 5-point scale (80%) in each skill on a final evaluation is required for proficiency. The Worksite Training Outline and Evaluation is included at the end of this Section.

SPECIFIC REQUIREMENTS FOR COMPETENCY

Worksite Training:
SCANS Competencies and Foundation Skills will be used to develop SCANS-based Occupational Skills. The contractor will develop an individual Training Outline and Evaluation with an employer that designates occupationally specific skills in which the participant will be trained. Participants must demonstrate proficiency in each skill at a minimum of 80% to attain an Occupational Skills Goal. Proficiency ratings will be based on product and/or performance review.

Classroom Training:
Contractors will develop Lesson Plans for each occupation in which classroom training is provided prior to enrolling participants in a WIA-classroom training activity. Participants must demonstrate proficiency in each skill included in the Competency Acquisition Plan at a minimum of 80% to attain an Occupational Skills Goal. Proficiency ratings will be based on product and/or performance review.

> *Note*: If a participant is enrolled in an *accredited* occupational/vocational classroom training program that results in industry certification/credentialing or licensing (e.g. child-care certificate, LPN license), a Lesson Plan will not be required.

OCCUPATIONAL SKILLS
ASSESSMENT &
PROGRESS CHART (ATTAINMENT)
FORMS

COUNTY OF LOS ANGELES
Community and Senior Service
WIA Youth Program

<u>OCCUPATIONAL SKILLS PRE-ASSESSMENT – PRESUMPTIVE NEED CHECKLIST</u>

Name: _____   SSN: _____

Job Title: _____   DOT: _____

This form is designed to document for an Occupational Skill Goal (Work-site or Classroom Occupational Skill). If the need for training is determined, the client is eligible for an "Occupational Skills Goal".

> *INSTRUCTIONS*: Respond to questions regarding the client's prior experience/occupational training by circling the appropriate boxes (Yes or No). ***Notes/comments must be included to explain and verify all responses.***

Section I:

A. Does the client have experience in the occupation in which training will be provided?   **Yes   No**

B. Has the client successfully completed training (received a certificate or credential) in the   **Yes   No**
occupation which training will be provided?

If 2 "No" responses have been recorded, need has been established for this goal. If one or more "Yes" responses have been recorded, proceed to Section II.

Section II:

A. Does the client have more than three (3) months of experience in the occupation in   **Yes   No**
which training will be provided or is experience sufficient in the occupation as shown
by circumstances identified in the ISS?

B. Has the client successfully completed training (received a certificate or credential) in   **Yes   No**
the occupation in which training will be provided?

If 2 "No" responses have been recorded, need has been established for competency attainment. If one or more "Yes" responses have been recorded, the participant is determined *not in need* of Occupational Skills training for this particular occupational title.

Note: The contractor may elect to enroll the client in non-competency-based training at this point and plan for outcomes other than Occupational Skills Goal.

I certify that the above information is accurate and represents my determination of the client's need for assistance.

Staff Signature: _____   Date: _____

This report has been discussed with me.

Client Signature: _____   Date: _____

Occupational Skills Training outline and
Evaluation for Worksite Training

DIRECTIONS:

1) COMPLETE INTERN AND WORKSITE INFORMATION AT THE TOP OF THE NEXT PAGE.

2) LIST RELEVANT JOB SKILLS THAT MUST BE EVALUATED BY THE WORKSITE SUPERVISOR.

3) PARTICIPANTS MUST DEMONSTRATE PROFICIENCY IN A MINIMUM OF EIGHT (8) JOB SKILLS. OF THE EIGHT (8), ONE MUST BE FROM EACH OF THE FIVE SCANS COMPETENCY AREAS:

   - RESOURCE
   - INFORMATION
   - INTERPERSONAL
   - SYSTEM
   - TECHNOLOGY

   THE OTHER THREE (3) OCCUPATIONAL SKILLS CAN BE ANY SCANS JOB SKILLS DEEMED APPLICABLE TO THE SPECIFIC OCCUPATION BY THE WORKSITE SUPERVISOR OR JOB DEVELOPER. THESE STATEMENTS ARE TO BE WRITTEN IN BLANK LINES.

4) EVALUATE INTERN'S PERFORMANCE USING THE FOLLOWING RATING SCALE.

   CIRCLE THE APPROPRIATE NUMBER

   1. INTERN IS PROFICIENT ON THIS TASK LESS THAN 20% OF THE TIME.

   2. INTERN IS PROFICIENT ON THIS TASK 20% TO 49% OF THE TIME.

   3. INTERN IS PROFICIENT ON THIS TASK 50% TO 79% OF THE TIME.

   4. INTERN IS PROFICIENT ON THIS TASK 80% TO 95% OF THE TIME.

   5. INTERN IS PROFICIENT ON THIS TASK OVER 95% OF THE TIME.

County of Los Angeles

WORKSITE TRAINING OUTLINE AND EVALUATION

Participant: _____   SSN#: _____

Job Title: _____   DOT: _____

Worksite: _____   Contract #: _____

Evaluation period from _____ to _____   Total Hours: _____

Evaluation No.: _____

JOB SKILL	RATING
RESOURCE	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
INFORMATION	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
INTERPERSONAL	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
PERFORM ACTUAL TASKS	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
SYSTEM	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5

TECHNOLOGY					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
FAMILIARITY WITH PROCEDURES/TOOLS					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Comments:

Worksite Certification: I certify the Participant has received training in the skills listed above, as applicable to this position, during the current evaluation period and I have evaluated the Participant's skills objectively.

Date _____   Supervisor's Signature: _____

Intern's Certification: I certify that the Participant has received training in the skills listed above, as applicable to this position, during the current evaluation period and I have evaluated the Participant's skills objectively.

Date _____   Participant's Signature: _____

FOR OFFICIAL STAFF USE ONLY:

To be proficient, intern must achieve a rating of 4 or higher in each core skill appropriate to the position.

Intern meets the Occupational Skills requirements for certification by satisfactorily receiving a rating of 4 or above on each skill noted.   Yes ☐   No ☐

Counselor's Signature: _____   Date Certified: _____

To: **L.A. County Community and Senior Service / Attn: D.B. Quan**

RE: **Response to Draft Skill Attainment Handbook**

Reply Fax: **(213) 368-6811**   Page 1 of 2

_____   _____

Name of Agency   **Name of Representative**

PART A

In the spaces below, provide your comments on the assessment requirements and skill attainment standards set in the Handbook. include any suggestions for improvements your agency may have.

Section 1: Definitions

_____

_____

_____

Section 2:

A) Basic Skills

_____

_____

_____

_____

_____

_____

_____

B) Work Readiness Skills

_____

_____

_____

_____

_____

_____

_____

_____

C) Occupational Skills

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART B

Is your agency currently providing assessments on each of the above skills group using YEC (Youth Employment Competencies) standards established under JTPA?

❏   Yes   ❏   No

If so, for which of the following? (*Check any/all that apply*)

❏   Basic Skills (Basic Education Skills under JTPA)

❏   Work Readiness (Pre-employment skills and work maturity skills under JTPA)

❏   Occupational Skills (Job -Specific skills under JTPA)

❏   All of the above

Attach additional pages as necessary